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REVIEWS

PSYCHOLOGY AND THE TEACHER. By Hugo Münsterberg. New York: Appletons. 1909.

This work might well be called a philosophy of education, since it deals with the ultimate aims of education in a philosophical way. But it does more than that, it goes on into psychology, and discusses the means of accomplishing the aims. The book is divided into three parts: ethical, psychological, and educational. It is unfortunate that a better term could not have been found for the third part. The first and second parts are as much educational as the third, unless the term is used in any unduly narrow sense. The book is timely, because educational theory is in need of such a serious and profound discussion of the sources of its own principles and of the relations of its own parts, and because it will, in a great measure, remove certain wrong impressions which many teachers and the public generally have gotten from Professor Münsterberg's earlier writings. Those who have understood his position from the start will at once recognize this as a development and not as a change of view. The point that he has insisted upon continuously is that psychology cannot supply the whole of an educational theory. It can furnish us with much of the means, it cannot furnish us with the ends. It can tell us the laws of the mental processes we have, it cannot tell us what processes we ought to have, nor why we want to have any at all. It is useless to talk in a general way about beginning with facts, we have first to find out what facts. These we can select only when we know what ends we wish to serve. The determination of ends is an ethical problem. With this problem Part I deals.

The author maintains that in order to approach the question: What is the purpose for which the child is sent to school? we must begin with the questions: What are the purposes of life? What are the aims of every human being? What ends are worth while? In the world of substance before us we call that unreal which is in the mind of one only, and in the realm of values we call those absolute which must be common to all, while

the pleasures of an individual are purely personal. With this universal as a standard of value we find three large domains: logical values of truth and knowledge, the æsthetic values of "the harmony and unity and happiness and beauty, and the ethical values of progress and development, of law and morality," and as a basic principle binding these together the desire for the "self-maintenance of experience." Life is valuable in so far as it seeks absolute values,— that is, those that are "valid for everyone." "These logical and ethical and æsthetic and religious values are the necessary ideals of every human life which seeks a meaning. To build up these values by knowledge and friendship, by art and life, by growth and progress, by industry and law and morality and religion is a common task of striving mankind," and therefore the aim of education.

Part II is a discussion and explanation of those mental processes in which education is most interested and the subjects are treated from the teacher's standpoint. It is unnecessary to say that any treatise on psychology by Professor Münsterberg is sound and solid, and worth everyone's while to read who would know psychology. He might be criticized for making too sharp a distinction between the attitude of the scientist and the attitude of life. It is easy to see that personal interest interferes somewhat with impartial observation (though it is often the motive which stimulates it); it is not so easy, however, to see that appreciation stands in the way of explanation or that sympathy prevents analysis. The unity of purpose is one of the factors (even though not an element) which the psychologist must take into account in studying his subject. The chemist who studies the properties of oxygen and hydrogen need not ignore the properties of water, he need not drink it the less nor be the less able to enjoy a boat-ride. Upon this point one may disagree with Professor Münsterberg without detracting in the least from the value of his psychology.

Part III is a practical discussion of school problems based upon the philosophical principles and psychological analyses in the first two parts. It shows what mental factors enter into school work and how they are related. In brief, it shows how the school should take advantage of the psychological pro-

cesses which will bring the pupil nearer to the ideal elaborated in the earlier pages. School inspiration, the curriculum, elementary studies and higher studies are discussed in such a way as to give the reader an enthusiasm and appreciation that cannot fail to elevate every teacher who reads the book understandingly. The two aims of the school are to make the child able and to make him willing. The first of these is, for practical purposes, subdivided into the acquisition of knowledge and training in activity.

The first of these aims, to give the child ability, we have had for a long time. The second, to make him willing, we have scarcely yet recognized, and one of the great services Professor Münsterberg has performed is to give emphasis to this point. Popular education has failed more at this point than at any other. Too many think that schooling will help them to get along without work. Those who are familiar with the problem of the education of the colored race will see at once that the reason that negro education has proved a failure is that we have not yet hit upon any way of giving the negro an enthusiasm for work. Professor Münsterberg has, perhaps, not studied the problem of negro education at a close range, but the emphasis he places upon the development of will and the enthusiasm for progress is pertinent to the yet unsolved problem of the education of the masses. His ideals are lofty and worthy, but his conception of education is too exalted to apply to the kind of training that is all that the plebeian masses will be able to take for centuries to come, and it is entirely beyond application to those sub-plebeian classes of various colors whose presence among us has developed one of our practical educational problems.

The style of the book is solid and the subjects are treated by no means lightly, yet it is so readable and sustains interest so well that it is not simply easy to read, it is hard to put down. The better class of teachers should not fail to read it, but those teachers who have read but little educational theory or psychology and who are just able to get a certificate may as well let it alone.

While consistent thinking cannot go on without some sort of philosophy as a basis, the rather strange fact is to be noted that

people may agree on matters of everyday behavior and the practical problems of life and yet base their faith on very different philosophical principles. Professor Münsterberg's doctrine of absolute values and ultimate ends is interesting, apparently consistent, and rather inspiring, but for his desire for self-maintenance of experience one might substitute a blind instinct which makes people live because they have a horror of dying, and still come to the same practical conclusions. His ultimate aims make fine ideals, but they are not the aims people actually have. A private car is a fine thing to ride in, but the great majority ride in the day coaches, and many take the blind baggage.

J. F. MESSENGER.

THE WRITERS OF SOUTH CAROLINA. By George A. Wauchope. Columbia: The State Company. 1909.

An attractive volume on *The Writers of South Carolina* has just come from the press of the State Company in Columbia. It is the work of Professor George A. Wauchope, Professor of English in the University of South Carolina, whose delicate appreciation of what is best in literature is evidenced not alone by his inspiring teaching in the classroom, but also by every page that comes from his pen. The book is a stout one of 420 pages, a fine example of mechanical workmanship. The print is large and clear, and all the aids in book-making, such as an alluring table of contents and accurate index, are included.

Professor Wauchope has enriched the thought and literary history of the South by these biographies of South Carolina writers, together with choice bits of their prose and poetry. The whole field is covered from early colonial times to the present,—the poets, orators, novelists, historians, and essayists. As one turns these pages, he is surprised at the amount of work which the thinkers in this ancient commonwealth have from time to time contributed to the expanding literature of America.

The South is surcharged with sentiment. Its history has been rich in human interest. It has had to suffer as no other portion of our country. It has been beset on all sides by a thorny racial problem without a precedent within the annals of